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**An examination of Hellison's (2003) Teaching Personal and Social
Responsibility model, its validity and effectiveness for primary
school aged children in New Zealand.**

A thesis in partial fulfilment of the requirements for the degree of

Doctor of Philosophy

in

Psychology

At Massey University, Albany,

New Zealand.

Michael Hayes Smith

2014

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Abstract

The Hellison (2003) model was developed with a goal to enable any participant in its application to develop their personal and social responsibility. The literature demonstrates that the model has been typically made available for youth, as an after-school programme option, in which participation is voluntary.

This thesis examined a longitudinal intervention over one scholastic year of an application of Hellison's (2003) model as part of the curriculum in a New Zealand primary school. Within the model, the five levels of personal and social responsibility, 1) *Respect*, 2) *Participation*, 3) *Self-direction*, 4) *Caring*, and 5) *Outside the training venue*, are already translated into five operationalised goals; 1) *Self-control and respect*, 2) *Self-motivation*, 3) *On-task independence*, 4) *Sensitivity and responsiveness*, and 5) *Trying these ideas in other areas of life*. The intervention, a forty week training programme using a ten lesson plan format, repeated four times, utilised the goal structure of the model to formulate the individual lesson plans. The lesson plans, to convey the five social goals of the model in accordance with Hellison's (2003) guidelines, included a karate skill set as the physical activity component of the training sessions. Two cohorts were recruited into the study, from two scholastically equivalent schools, one to receive the intervention ($n = 36$), and one to act as control ($n = 49$). The control group completed the measures only and did not receive the intervention.

Each goal of the model was empirically assessed to determine change over time whilst participating in the current application of the model. A time series empirical approach was used and psychometrically reliable and valid instruments were

administered at six equal-distant intervals. At each of the six intervals, four self-reporting measures were completed by the child participants. *Rosenberg's Self-Efficacy Scale (S-ES)*, *Dishman's Self-Motivation Inventory for Children (SMI-C9)*, *Muris's Self-Efficacy Questionnaire for Children (SEQ-C)*, and *Caprara and Pastorelli's Prosocial Behavior Scale*. A separate measure, *Polit's Positive Behavior Scale*, was completed each by the participant's parent, and the participant's class teacher, at each of the six intervals.

Statistical analysis using regression model fitting on the data obtained from the empirical measures demonstrated that scores increased for the intervention participants on each measure over the course of the current study. A linear model was evident from the analysis. Multivariate repeated analysis of the four child self-reporting measures demonstrated that the mean positive change, on goals 1 - 4, was greatest for the intervention group. Equality of means analysis also confirmed that the intervention group had the highest level of improvement in positive behaviour, as reported by the parents and teachers, on goal 5.

Secondary analysis using Guttman (1947, 1950) scaling enabled a detailed examination of the model's stage-like progression premise. The intention of the analysis was to determine if any participant could progress through the five stages, each in succession, as the model posits that they should. Scalograms were constructed at each of the six intervals to produce a Coefficient of Reproducibility, one each for the intervention and control groups. From the twelve coefficients, a mean Coefficient of Reproducibility $\geq .90$ was acceptable evidence of temporal reliability of the scalograms in the current study.

Guttman (1950) Scalogram Analysis demonstrated that a four-item scalogram, for the child self-reporting measures, and a five-item quasi-scalogram, combining the child self-reporting measures with a mean score of the parent and teacher measure, was found in the current study. In a research first, the Teaching Personal and Social Responsibility model was demonstrated to possess stage progression in its goal structure.

Further, participants in the intervention group demonstrated that they progressed along a single continuum, one stage after another, as the Hellison (2003) model claimed. However, the goals in the current study developed in a differing order than those proposed by the Hellison (2003) model. Specifically, the stage sequence discovered was firstly goal 2) *Self-motivation*, followed by goal 3) *On-task independence*, before goal 1) *Self-control and respect*, which was third. Goal 4) *Sensitivity and responsiveness*, and 5) *Trying these ideas in other areas of life*, emerged in the sequence as the model predicted. A repeated, between groups, analysis demonstrated that a significant difference between the intervention group and control group existed from sixteen weeks and beyond.

The findings from the current study make a significant contribution to the literature. A detailed, empirical protocol, a research first of its type, was demonstrated to be reliable for the assessment of participant development whilst engaged in an application of the model. A revised Hellison (2003) model was valid, and effective, for the intervention participants as the model posits. A wider application of the Hellison model is warranted and continued research is recommended. A replication of the current study, as well as research of a school-wide application, of the revised Hellison (2003) model is suggested.

Acknowledgements

Firstly, I would like to thank the research participants that took part in this study. Conducting research centred on children is a sensitive undertaking. Without the participation of the two schools, their principals, teachers, support staff and most particularly, the students themselves, this study would not have been possible. Also to the parents of the students, a particular mention here. Without the unequivocal support from the parents of the students, equally this study could not have been conducted. In being allowed the privilege of delivering this study, I was solemnly aware that I was equally responsible for their pride and joy whilst participating, namely their children. In many respects, a collaborated effort was achieved, for which my mere thanks seem insufficient. To each of them however, your efforts sincerely appreciated, thank you.

I would like to acknowledge my supervision team who have diligently watched over my career through this study, it has been a long and challenging process. Thank you to Dr. Richard Fletcher for his ongoing commitment to my efforts, particularly in his guidance in establishing this study and keeping it focused at each step along the way. Thank you to Professor Stuart Carr whom reawakened not only my passion for learning, but most importantly reminding me the benefits of remaining objective, to 'hold everything up to the light'. To each of them both, your scholarly direction and professional expertise provided, I shall remain forever grateful. I also make a special mention to the Office of the Assistant Vice Chancellor (Māori and Pasifika), Massey University, for the Pūrehuroa Awards for which I was a most grateful recipient.

I would like to express my gratitude to Professor Don Hellison for his Teaching Personal and Social Responsibility model. I also like to thank him, Dr. Paul Wright, and Dr. David Walsh for their initial correspondence and encouragement when I was first formulating ideas about this project. I am also grateful to the Morris Rosenberg Foundation, Dr. Rod Dishman, Professor Peter Muris, Professor Gian Vittorio Caprara, and Dr. Sylvia Epps for their permissions for the use of their respective measures in the current study. From all of these sources that enabled my research, without which I could not have undertaken this work, my thanks to you all.

Last but certainly not least, I must thank my family who have provided their support and assistance over these years of my career. To my mother Kaye, my eternal gratitude, who has lived alongside this study, every step of the way. To my father David, a retired police officer who sadly passed away during this time, thank you most especially for all the esoteric discussions that influenced my thinking around child welfare and crime prevention. It will be my hope that I continue to be the person they have always hoped me to be. I also take this opportunity to thank the many friends and extended family who have given their ongoing understanding and support, despite my prolonged absence from their lives. Finally to Katie, if ever any one individual has invested so much for so little, I look forward to now being able to return her kindness, love, and support.

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